

Unit Overview

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Grade Level: 6th - 8th Grades

Overview:

Throughout the history of the world, important needs have been filled by volunteers—people working for the common good of others. These individuals, groups, and organizations are essential to the well being of people everywhere. This unit illustrates the historical importance of these volunteers and underscores their importance in helping the less fortunate in their communities, states, countries and the world. It is essential that our youth become informed concerning the wide variety of organizations that work for the common good. It is also very important that students realize philanthropy is not simply throwing money at a problem but, far more importantly, it is the actions of private citizens and organizations that have made and continue to make a genuine difference in the daily lives of millions. Students should be aware of the impact these philanthropic organizations have had (and continue to have) on public, government, and international policies. Philanthropy is not confined to simply helping others, although that is a primary focus. Philanthropists are also active in environmental action, political action (i.e., Civil rights), and social action. As we go through our busy lives, it is easy to lose sight of the powerful sense of accomplishment and satisfaction inherent in voluntary action. In this age of the “What’s in it for me?” attitude, it becomes more and more evident that students need to become involved in voluntary action. By completing this unit of instruction, it is hoped that young people become not only more aware of philanthropy, but are inspired to become active philanthropic participants.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson 1a:	SOC.VI.2.MS.1	SOC.VII.1.MS.1	
Lesson 1b:	SOC.V.1.MS.2 SOC.V.2.MS.4	SOC.V.2.MS.2 SOC.VII.1.MS.2	SOC.V.2.MS.3
Lesson 2a:	SOC.I.1.MS.1 SOC.III.5.MS.1 SOC.V.2.MS.4	SOC.I.2.MS.2 SOC.V.2.MS.2 SOC.VI.1.MS.2	SOC.II.5.MS.1 SOC.V.2.MS.3
Lesson 2b:	SOC.I.1.MS.1 SOC.V.2.MS.2 SOC.VI.1.MS.2	SOC.I.1.MS.3 SOC.V.2.MS.3	SOC.III.5.MS.1 SOC.V.2.MS.4

Michigan Content Standards and Benchmarks(Continued):

Lesson 3:	SOC.I.4.MS.4	SOC.II.1.MS.2	SOC.II.2.MS.1
	SOC.II.5.MS.2	SOC.II.5.MS.3	SOC.V.1.MS.2
	SOC.V.1.MS.3	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4	SOC.VI.1.MS.2	
Lesson 4a:	SOC.I.4.MS.2	SOC.II.1.MS.1	SOC.II.1.MS.2
	SOC.II.2.MS.1	SOC.II.4.MS.2	SOC.II.5.MS.2
	SOC.II.5.MS.3	SOC.IV.1.LE.1	SOC.IV.1.MS.3
	SOC.IV.2.MS.4	SOC.IV.3.MS.3	SOC.IV.5.MS.1
	SOC.V.1.MS.2	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4	SOC.VI.1.MS.3	SOC.VI.2.MS.1
	SOC.VII.1.MS.2		
Lesson 4b:	SOC.I.4.MS.2	SOC.II.1.MS.1	SOC.II.1.MS.2
	SOC.II.2.MS.1	SOC.II.4.MS.2	SOC.II.5.MS.2
	SOC.II.5.MS.3	SOC.IV.1.LE.1	SOC.IV.1.MS.3
	SOC.IV.2.MS.4	SOC.IV.3.MS.3	SOC.IV.5.MS.1
	SOC.V.1.MS.2	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4	SOC.VI.1.MS.3	SOC.VI.2.MS.1
	SOC.VII.1.MS.2		
Lesson 5a:	SOC.V.2.MS.1	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4		
Lesson 5b:	SOC.V.2.MS.1	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4		
Lesson 5c:	SOC.V.2.MS.1	SOC.V.2.MS.2	SOC.V.2.MS.3
	SOC.V.2.MS.4		

Philanthropy Theme(s):

- Definitions of Philanthropy
- Philanthropy and Civil Society
- Philanthropy and the Individual
- Volunteering and Service

Objectives:

Students will:

- identify at least five (5) international philanthropic organizations.
- identify specific examples of cases in which said organizations have intervened and have benefited the people in need.
- investigate a non-western nation and develop a plan for appealing to a philanthropic organization for aid.
- select one international philanthropic organization and trace its history from its origin to the present.

Objectives (Continued):

- identify historical events, which coincide with the development of the chosen organization.
- select a current global issue studied and investigate the involvement of the Red Cross or other selected organization.
- select a local issue that is of concern to them and develop a plan to become involved to help or solve the problem.
- carry out their plan in the local community.
- engage in a round table discussion to demonstrate understanding of the philanthropic ideal.

Experiential Component:

This unit will conclude with the students conducting a needs assessment within the local community. Once the assessment is complete, the students will discuss and plan an Academic Service-Learning project. The unit concludes with the students implementing their project.

Time:

The time frame will vary depending on the number of the unit's lessons used by the classroom teacher. As many as twenty-two class periods could be used to complete the unit.

Lesson Titles:

Lesson 1 Defining Philanthropy

- 1a: Defining Philanthropy—Who's Phil's Aunt Thropy?
- 1b: Defining Philanthropy—What, Where, Why?

Lesson 2 Where Did It All Start?

- 2a: Where Did It All Start? In the Beginning
- 2b: Where Did It All Start? Timelines of History

Lesson 3 What Do They Do?

- 3: What Do They Do? A Current Events Action

Lesson 4 Investigations in Aid

- 4a: Investigations in Aid—Identifying the Need
- 4b: Investigations in Aid—Making the Pitch

Lesson 5 The Project

- 5a: The Project—Assessing the Need
- 5b: The Project—Making a Plan
- 5c: The Project—Going to the Round Table

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One-A		
SOC. VI. Public Discourse & Decision Making	2. Group Discussion	MS. 1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	MS. 1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.
Lesson One-B		
SOC. V. Inquiry	1. Information Processing	MS. 2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	MS. 2. Engage in activities intended to contribute to solving a national or international problem they have studied.
Lesson Two-A		
SOC. I. Historical Perspective	1. Time & Chronology	MS. 1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.
SOC. I. Historical Perspective	2. Comprehending the Past	MS. 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC. II. Geographic Perspective	5. Global Issues & Events	MS. 1. Describe how social and scientific changes in regions may have global consequences.
SOC. III. Civic Perspective	5. American Govt. & World Affairs	MS. 1. Describe the purposes and functions of major international, governmental organizations.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.

Michigan Curriculum Framework (Continued):

SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS. 2. Trace the origins of a public issue.
Lesson Two-B		
SOC. I. Historical Perspective	1. Time & Chronology	MS. 1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.
SOC. I. Historical Perspective	1. Time & Chronology	MS. 3. Select a contemporary condition in Africa, Asia, Canada, Europe, and Latin America and trace some of the major historical origins of each.
SOC. III. Civic Perspective	5. American Govt. & World Affairs	MS. 1. Describe the purposes and functions of major international, governmental organizations.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS. 2. Trace the origins of a public issue.
Lesson Three		
SOC. I. Historical Perspective	4. Judging Decisions From the Past	MS. 4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
SOC. II. Geographic Perspective	1. People, Places & Cultures	MS. 2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
SOC. II. Geographic Perspective	2. Human/Environment Interaction	MS. 1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC. II. Geographic Perspective	5. Global Issues & Events	MS. 2. Describe the geographic aspects of events taking place in different world regions.

Michigan Curriculum Framework (Continued):

SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC.	V. Inquiry	1. Information Processing	MS.	2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC.	V. Inquiry	1. Information Processing	MS.	3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	2. Trace the origins of a public issue.
Lesson Four-A				
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS.	2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action .
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS.	1. Locate and describe the diverse places, cultures, and communities of major world regions.
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS.	2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
SOC.	II. Geographic Perspective	2. Human/Environment Interaction	MS.	1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC.	II. Geographic Perspective	4. Regions, Patterns & Processes	MS.	2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.

Michigan Curriculum Framework (Continued):

SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	2. Describe the geographic aspects of events taking place in different world regions.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	LE.	1. Explain why people must face scarcity when making economic decisions.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	MS.	3. Analyze the reliability of information when making economic decisions.
SOC.	IV. Economic Perspective	2. Business Choices	MS.	4. Examine the historical and contemporary role an industry has played and continues to play in a community.
SOC.	IV. Economic Perspective	3. Role of Government	MS.	3. Use case studies to assess the role of government in the economy.
SOC.	IV. Economic Perspective	5. Trade	MS.	1. Identify the current and potential contributions of national and world regions to trade.
SOC.	V. Inquiry	1. Information Processing	MS.	2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	3. Explain how culture and experiences shape positions that people take on an issue.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	MS.	1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	MS.	2. Engage in activities intended to contribute to solving a national or international problem they have studied.

Michigan Curriculum Framework (Continued):

Lesson Four-B

SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS.	2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS.	1. Locate and describe the diverse places, cultures, and communities of major world regions.
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS.	2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
SOC.	II. Geographic Perspective	2. Human/Environment Interaction	MS.	1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC.	II. Geographic Perspective	4. Regions, Patterns & Processes	MS.	2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	2. Describe the geographic aspects of events taking place in different world regions.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	LE.	1. Explain why people must face scarcity when making economic decisions.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	MS.	3. Analyze the reliability of information when making economic decisions.
SOC.	IV. Economic Perspective	2. Business Choices	MS.	4. Examine the historical and contemporary role an industry has played and continues to play in a community.
SOC.	IV. Economic Perspective	3. Role of Government	MS.	3. Use case studies to assess the role of government in the economy.
SOC.	IV. Economic Perspective	5. Trade	MS.	1. Identify the current and potential contributions of national and world regions to trade.
SOC.	V. Inquiry	1. Information Processing	MS.	2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.

Michigan Curriculum Framework (Continued):

SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	3. Explain how culture and experiences shape positions that people take on an issue.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	MS.	1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	MS.	2. Engage in activities intended to contribute to solving a national or international problem they have studied.
Lesson Five-A				
SOC.	V. Inquiry	2. Conducting Investigations	MS.	1. Pose a social science question about a culture, world region, or international problem.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
Lesson Five-B				
SOC.	V. Inquiry	2. Conducting Investigations	MS.	1. Pose a social science question about a culture, world region, or international problem.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.

Michigan Curriculum Framework (Continued):

Lesson Five-C

SOC.	V. Inquiry	2. Conducting Investigations	MS.	1. Pose a social science question about a culture, world region, or international problem.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.

Philanthropy Theme Framework:

Strand		Standard	Benchmark	
Lesson One-A				
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS	1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS	1. Recognize terms that describe the non-profit or independent sector.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS	2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	2. Identify and describe how state-wide nonprofits help the people in the state.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
Lesson One-B				
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS	2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	1. State the purpose of a mission statement and describe how nonprofit mission statements relate to philanthropy.

Philanthropy Theme Framework (Continued)

PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	3. Describe how a specific nonprofit organization in the community operates.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	2. Identify and describe how state-wide nonprofits help the people in the state.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
Lesson Two-A				
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS	1. Recognize terms that describe the nonprofit or independent sector.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS	2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	3. Describe how a specific nonprofit organization in the community operates.
Lesson Two-B				
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS	1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS	2. Give examples of needs not met by the government, business, or family sectors.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS	10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	II. Philanthropy and Civil Society	PCS06. Philanthropy in History	MS	1. Explain the role of philanthropy to major themes and social issues in US History to 1815.
Lesson Three				
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS	4. Give examples of how Americans helped others.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS	1. Describe how different needs are met in different ways by government, business, philanthropy, and family.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	3. Describe how a specific nonprofit organization in the community operates.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	MS	3. Give an example of how philanthropy can transcend cultures.

Philanthropy Theme Framework (Continued):

PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	1. Locate and map nonprofit organizations in the community.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS	10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS	4. Identify and describe citizens who acted for the common good.
Lesson Four-A				
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	4. Map the locations of the emerging democracies and identify the relationship of nonprofits and government.
Lesson Four-B				
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS	6. Identify significant contributions to society that came from the non profit sector.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	1. State the purpose of a mission statement and describe how nonprofit mission statements relate to philanthropy.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	2. Describe the basic structure of a nonprofit organization
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	3. Describe how a specific nonprofit organization in the community operates.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	2. Explain charitable giving in economic terms.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	6. Describe how the financial resources of an individual, family, or corporation relate to their ability to give away money to unknown others.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	13. Describe how philanthropy can reallocate limited resources to meet human needs.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS	1. Define and give local examples of the seven motivations for giving and serving.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	MS	1. Describe different processes of program evaluation.

Philanthropy Theme Framework (Continued):

PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	MS	2. Evaluate progress on the service-learning project before, during, and after the project.
Lesson Five-A				
PHIL	IV. Volunteering and Service	VS01. Needs Assessment	MS	1. Identify a need in the neighborhood or local community
PHIL	IV. Volunteering and Service	VS02. Service and Learning	MS	1. Select the service project based on interests, abilities and research
Lesson Five-B				
PHIL	IV. Volunteering and Service	VS03. Providing Service	MS	1. Provide a needed service for students in the school, or citizens in the neighborhood, or the local community.
Lesson Five-C				
PHIL	IV. Volunteering and Service	VS03. Providing Service	MS	1. Provide a needed service for students in the school, or citizens in the neighborhood, or the local community.

Lesson Developed and Piloted by:

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Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson One-A: Defining Philanthropy—Who's Phil's Aunt Thropy?
Grade Level: 6th – 8th Grades
Duration: One Forty-Five Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.VI.2.MS.1 SOC.VII.1.MS.1

Philanthropy Theme(s):

- | | | |
|----------------------------------|--------------------|--------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.MS.1 | PHIL.I.DP03.MS.1 |
| | PHIL.I.DP03.MS.2 | |
| • Philanthropy and Civil Society | PHIL.II.PCS04.MS.2 | PHIL.II.PCS04.MS.3 |

Purpose:

The purpose of this lesson is for students to develop an understanding of Philanthropy.

Objectives:

Students will:

- be able to define *philanthropy*.
- be able to identify “*nonprofit*,” “*independent*” and “*third sector*” as synonymous terms when discussing philanthropy.
- identify at least three ways in which people “give” for the common good.
- be able to identify at least five philanthropic organizations.

Experiential Component:

None for this lesson.

Materials:

List of Philanthropic Organizations (student developed).

Instructional Procedure(s):

Anticipatory Set:

Ask the questions, “*How many students know Phil’s Aunt Thropy? How many students think that they are philanthropists?*” Briefly discuss and develop a definition of philanthropy by brainstorming students’ ideas of the meaning of philanthropy and introduce the idea of giving for the common good. (The working definition of philanthropy is: *individuals and organizations who provide their time, talent, and/or treasures for the common good.*)

- Instruct students that several terms are used interchangeably when referring to philanthropic organizations such as “**nonprofit**” or “**independent**” or “**third sector**” organizations. Allow time for some discussion about the meaning and significance of the terms used.
- Give two or three specific examples of philanthropic organizations (*i.e., The Red Cross, The United Way, and Rotary*). Follow these examples with a brainstorming activity to identify a wide variety of other organizations active in philanthropy. From the student-developed list, identify those organizations that are active in the local community.
- Discuss with students the purpose of the local groups they identified. Students will know many philanthropic groups but may not know why they exist.
- Conduct a discussion why people participate in philanthropic activities. Develop a list for the class.
- Repeat the anticipatory set question, “*How many students think that they are philanthropists?*”

Assessment:

Students will find the mailing address for five philanthropic organizations. They will also, where possible, find the Internet addresses for the organizations selected. One other method of assessment could include a list of organizations, philanthropic and non-philanthropic, where students identify those that are and are not philanthropic. From the same list, have students identify those that are active locally and those that are not. This list will have to be developed based on the community where the lesson is being taught.

For example:

Place a check mark in front of any organization listed that is considered a philanthropic organization. Then, circle the number of any organization that is represented in our own community.

1. ☐ Lions International
2. ☐ General Motors Corporation
3. ☐ Sparrow Hospital
4. ☐ Curtis Grocery

Extension:

None for this lesson.

Bibliographical References:

For further information, refer to the list of philanthropic organizations below. This list is **not** comprehensive; rather it is intended to give the teacher a starting point.

Philanthropic Organizations:

1. The American Red Cross
2. The United Way
3. Habitat for Humanity
4. UNICEF
5. Sierra Club
6. League of Women Voters
7. Hospitals, Cancer Society, Hospice and other health care organizations.
8. Service organizations such as Lions International, Rotary, and Kiwanis
9. Mutual benefit societies such as Chamber of Commerce, Sororities, and Fraternities.
10. Religious-based organizations such as YWCA or YMCA.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	MS. 1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	MS. 1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS 1. Recognize terms that describe the non-profit or independent sector.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS 2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 2. Identify and describe how state-wide nonprofits help the people in the state.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."

Lesson Developed and Piloted by:

C. Thomas Webb
Fulton Schools
Fulton Middle School
Middleton, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson One -B: Defining Philanthropy—What? Where? Why?
Grade Level: 6th - 8th Grades
Duration: Two to Three 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.1.MS.2 SOC.V.2.MS.2 SOC.V.2.MS.3 SOC.V.2.MS.4
SOC.VII.1.MS.2

Philanthropy Theme(s):

- | | | |
|----------------------------------|--------------------|--------------------|
| • Definitions of Philanthropy | PHIL.I.DP03.MS.2 | PHIL.I.DP04.MS.1 |
| | PHIL.I.DP04.MS.3 | |
| • Philanthropy and Civil Society | PHIL.II.PCS04.MS.2 | PHIL.II.PCS04.MS.3 |

Purpose:

The purpose of this lesson is to have students differentiate between various philanthropic organizations.

Objectives:

Students will:

- select five different philanthropic organizations to research.
- define “Mission Statement” as a single statement that identifies the organization, who the organization serves, and the purpose of the organization.
- identify the "mission" of each of the five organizations chosen.
- compare and contrast the five different philanthropic groups.
- prepare a presentation about their chosen organizations and present to the class.

Experiential Component:

None for this lesson.

Materials:

Materials needed for this lesson is as follows:

- List of possible philanthropic organizations for research (see **Attachment One**).
- Computers with Internet access (five to six) and/or print materials from various service organizations.
- Poster board, markers, overhead markers, or other materials to help students with presentations.

Instructional Procedure(s):

Anticipatory Set:

Tell the class, “*Your mission, which you must accept, is to research organizations suspected of being philanthropic and to discover their purpose for existence. To do this, you will use a computer to search the World Wide Web. Good luck!*”

(Play the theme music from *Mission Impossible!* for added effect.)

- Divide the students into groups of three to four students. Each group of students will select five philanthropic organizations to research.
- Discuss with students the term "mission statement". This can be a brainstorming activity or simply instructional in nature.
- Student cooperative groups will conduct an Internet Web search (where possible) of the philanthropic organizations they selected. In the event that computer access is not practical, most local chapters of philanthropic organizations have print materials that are available at no cost. You will need to contact these organizations prior to beginning this lesson.
- Students will locate information that includes the mission statement, goals, and activities of each organization being researched.
- Students will make a chart on poster board that shows the following information:
 - Name of the Organization
 - Mission Statement
 - Goals
 - Activities
- Students will display their chart and give a brief presentation to the class.

Assessment:

Students will be evaluated on the accuracy of the information that appears on the chart/poster prepared for their presentation.

Extension:

None for this lesson.

Bibliographical References:

The following list is a good starting point to find information on the Internet.

- www.agmconnect.org/links/linkphil.html
- <http://learningtogive.org>
Click on “Resource Room”
- Individual organizations can be located by using their name
(i.e., www.unitedway.org)
- Search engines such as Excite.com or Yahoo.com will be helpful as well.

Michigan Curriculum Framework

Strand	Standard	Benchmark
SOC. V. Inquiry	1. Information Processing	MS. 2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	MS. 2. Engage in activities intended to contribute to solving a national or international problem they have studied.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS 2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS 1. State the purpose of a mission statement and describe how nonprofit mission statements relate to philanthropy.
PHIL I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS 3. Describe how a specific nonprofit organization in the community operates.
PHIL II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 2. Identify and describe how state-wide nonprofits help the people in the state.
PHIL II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."

Lesson Developed and Piloted by:

C. Thomas Webb
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Fulton Middle School
Middleton, Michigan

Attachment One
Lesson One -B: Defining Philanthropy—What? Where? Why?

Philanthropic Organizations
Sample List for Student Research

I. Group I

1. Red Cross
2. Sierra Club
3. Muscular Dystrophy Association
4. Public Education Network
5. American Leprosy Foundation
6. Turner Foundation
7. Save the Children

II. Group II

1. United Way
2. Ronald McDonald Foundation
3. Greenpeace
4. Cystic Fibrosis Foundation
5. CARE
6. AmeriCares
7. Salvation Army

III. Group III

1. Habitat for Humanity
2. Carnegie Foundation
3. Lion's International
4. American Cancer Society
5. Doctors without Borders USA
6. Christian Children's Fund
7. Project HOPE

IV. Group IV

1. Make-a-Wish Foundation
2. Rockefeller Foundation
3. Kiwanis International
4. Arthritis Foundation
5. Catholic Relief Services
6. CROP
7. Planned Parenthood

V. Group V

1. The Big Help
2. Dow Foundation
3. Rotary Foundation
4. Public Broadcasting System
5. League of Women Voters
6. Goodwill
7. Pearl S. Buck Foundation

VI. Group VI

1. YMCA
2. Kellogg Foundation
3. Shriners
4. Hospice
5. Unicef
6. Helen Keller International
7. Boy Scouts of America

VII. Group VII

1. YWCA
2. Ford Foundation
3. Rainforest Action Network
4. St. Jude's Hospital
5. Chamber of Commerce
6. Second Harvest
7. Girl Scouts of America

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Two-A: Where did it all Start? In the Beginning
Grade Level: 6th - 8th Grades
Duration: Two 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.1.MS.1	SOC.I.2.MS.2	SOC.II.5.MS.1	SOC.III.5.MS.1
SOC.V.2.MS.2	SOC.V.2.MS.3	SOC.V.2.MS.4	SOC.VI.1.MS.2

Philanthropy Theme(s):

Definitions of Philanthropy	PHIL.I.DP03.MS.1	PHIL.I.DP03.MS.2
	PHIL.I.DP04.MS.3	

Purpose:

To increase students' understanding of philanthropy by tracing the origin and history of a nonprofit organization.

Objectives:

Students will:

- select one of the five service organizations from the previous lesson for further investigation.
- organize the activities of the selected organization chronologically.

Experiential Component:

None for this lesson.

Materials:

- Pencil, paper
- Print materials (Almanac, telephone book, text, pamphlets, etc.)
- Computer.

Instructional Procedure(s):

Anticipatory Set:

Ask the class, “*How many of you could describe one of your philanthropic organizations using ten important details? Seven? Four?*”

- This lesson is an extension of the previous unit. Each student will be asked to select one of the philanthropic organizations they researched for their chart in the previous lesson. A sample list is included toward the end of the lesson under ***Bibliographic References***.
- The students will continue to investigate the organization selected but in more detail.
- Using the Internet and/or print materials (Almanac, telephone book, text, pamphlets, etc.), students will gather information about their philanthropic organization.

This information should include:

- The date the organization was founded.
- The history of the organization.
This should include the founders, the history of the organization's growth, a chronological listing of events or activities of the organization, and milestones in the history of the organization.
- Goals of the organization.
- The location of the organization's headquarters
- Where the organization is active: locally, nationally, internationally
- In small groups or in pairs, students will research a philanthropic organization and parallel events in history that would link them together. The instructor should define the time period that will be used (i.e., U.S. History from 1900-1995).

The following would be examples that could be used:

- Shortly after the beginning of WWII (1941), the Red Cross established its blood donor program in the U.S.
- The beginning of WWII also marked the beginning of the USO in the United States.
- Students will prepare a written outline of the information gathered.

Assessment:

- All six categories of organizational research (“Using the Internet” bullet and its five subcategories above) are adequately completed.
- Linkage to historical event(s) firmly established.
- Topical Outline is logically constructed and complete.

Extension:

None for this lesson.

Bibliographical References:

- Print materials from various organizations will be helpful.
- Encyclopedias have information on major organizations.
- A time line of major philanthropic events has been constructed and can be viewed by going to Internet address <http://learningtogive.org> selecting “Resource Room,” then “Timelines (Historic and Philanthropic).”
- Grun, Bernard. *The Timetables of History*. Touchstone Books, 1991. ISBN: 067174271X.
- Hirsch, E. D., Joseph F. Kett, and James Trefil. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin Company, 1993. ISBN: 0395655978.

Note: A sample list of organizations follows from this unit’s *Lesson One-A: Defining Philanthropy* ³⁴*Who’s Phil’s Aunt Thropy?* Internet links from previous lessons are also included.

Philanthropic Organizations:

- The American Red Cross
- The United Way
- Habitat for Humanity
- UNICEF
- Sierra Club
- League of Women Voters
- Hospitals, Cancer Society, Hospice and other health care organizations.
- Service organizations such as Lions International, Rotary, and Kiwanis.
- Mutual benefit societies such as Chamber of Commerce, Sororities, and Fraternities.
- Religious-based organizations such as YWCA or YMCA.

Internet Resources:

- www.agmconnect.org/links/linkphil.html
- <http://learningtogive.org>
Click on “Resource Room”
- Individual organizations can be located by using their name, i.e., www.unitedway.org

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	1. Time & Chronology	MS. 1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.

Michigan Curriculum Framework (Continued):

SOC.	I. Historical Perspective	2. Comprehending the Past	MS.	2. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	1. Describe how social and scientific changes in regions may have global consequences.
SOC.	III. Civic Perspective	5. American Govt. & World Affairs	MS.	1. Describe the purposes and functions of major international, governmental organizations.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	2. Trace the origins of a public issue.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS 1. Recognize terms that describe the nonprofit or independent sector.
PHIL	I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	MS 2. Discuss examples of nonprofit organizations from a list of categories of organizations.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS 3. Describe how a specific nonprofit organization in the community operates.

Lesson Developed and Piloted by:

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Fulton Middle School
Middleton, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Two-B: Where Did It All Start? Timelines of History
Grade Level: 6th - 8th Grades
Duration: One or Two 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.1.MS.1	SOC.I.1.MS.3	SOC.III.5.MS.1	SOC.V.2.MS.2
SOC.V.2.MS.3	SOC.V.2.MS.4	SOC.VI.1.MS.2	

Philanthropy Theme(s):

- | | | |
|----------------------------------|---------------------|--------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.MS.1 | PHIL.I.DP02.MS.2 |
| • Philanthropy and Civil Society | PHIL.II.PCS05.MS.10 | PHIL.II.PCS06.MS.1 |

Purpose:

Students will recognize the importance of philanthropic organizations by using timelines to match historical events to events in philanthropy.

Objectives:

Students will:

- create a timeline to trace the history and development of the selected organization.
- compare the history of the selected organization to actual historical events.

Experiential Component:

None for this lesson.

Materials:

Materials needed will include:

- Poster board, construction paper
- Markers, rulers, pencils
- Students' resource materials from previous lessons.
- Timeline(s) of history and of the philanthropic organization.
- Textbooks, encyclopedias, almanacs, and other print materials (see **Bibliographical References** in Lesson Two-A).

Instructional Procedure(s):

Anticipatory Set:

Draw a line (continuum) on the board that represents the age of students in the class. In this class, mark it into 12 equal divisions from 1987 – 1999. Above the line, ask students for a few significant events in their own lives, (e.g., learned to ride a bicycle, visited a theme park), and place those events chronologically above the line. Using almanac timelines, have students find a few corresponding historical events and place them below the line.

- Students will transfer the historical data from Lesson One to timelines.
- Students will present their timelines to the class.
- Students will, during their presentation, relate the events in the history of their organization to other events in history. Parallel events should be noted on the timelines as well. Students could use different colors to highlight events historically and philanthropically.

Assessment:

Students will be assessed on their timelines and presentation based on the following criteria:

- Accuracy of the timeline.
- Students must include at least five events on the timeline of the organization.
- Students must refer to at least three historical events that occurred at the same time as events in the history of the selected organization.

Extension:

None for this lesson.

Bibliographical References:

Reference same materials used in *Lesson Two-A: Where Did It All Start? In the Beginning*.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	1. Time & Chronology	MS. 1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.
SOC. I. Historical Perspective	1. Time & Chronology	MS. 3. Select a contemporary condition in Africa, Asia, Canada, Europe, and Latin America and trace some of the major historical origins of each.
SOC. III. Civic Perspective	5. American Govt. & World Affairs	MS. 1. Describe the purposes and functions of major international, governmental organizations.

Michigan Curriculum Framework (Continued):

SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS. 2. Trace the origins of a public issue.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS 2. Give examples of needs not met by the government, business, or family sectors.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS 10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	II. Philanthropy and Civil Society	PCS06. Philanthropy in History	MS 1. Explain the role of philanthropy to major themes and social issues in US History to 1815.

Lesson Developed and Piloted by:

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Middleton, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Three: What Do They Do? A Current Events Action
Grade Level: 6th – 8th Grades
Duration: One or Two 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.4.MS.4	SOC.II.1.MS.2	SOC.II.2.MS.1	SOC.II.5.MS.2
SOC.II.5.MS.3	SOC.V.1.MS.2	SOC.V.1.MS.3	SOC.V.2.MS.2
SOC.V.2.MS.3	SOC.V.2.MS.4	SOC.VI.1.MS.2	

Philanthropy Theme(s):

- | | | |
|-----------------------------------|--|---|
| • Definitions of Philanthropy | PHIL.I.DP01.MS.4
PHIL.I.DP04.MS.3 | PHIL.I.DP02.MS.1 |
| • Philanthropy and Civil Society | PHIL.II.PCS02.MS.3
PHIL.II.PCS04.MS.3 | PHIL.II.PCS04.MS.1
PHIL.II.PCS05.MS.10 |
| • Philanthropy and the Individual | PHIL.III.PI01.MS.4 | |

Purpose:

For students to examine the role a selected philanthropic organization plays in a current event situation.

Objectives:

Students will:

- identify a current issue or event in another part of the world.
- research and identify philanthropic organizations involved in the current issue or event.
- identify specific actions taken by one organization.

Experiential Component:

None for this lesson.

Materials:

- Web site listing(s) for the American and International Red Cross *
www.RedCross.org and
www.icrc.org
* Note: The Red Cross is used here as an example.
Other service organizations could also be used.
- Print materials and information about the Red Cross.

Materials (Continued):

- Newspaper and magazine articles containing information about a selected event that would have involved relief or aid from the Red Cross.
- Construction paper and markers.

Instructional Procedure(s):

Anticipatory Set:

Use the **KWL** method to quickly find out what students **know** about the Red Cross, what they **want** to learn, and at the end of the lesson, what they have **learned**. *Post student responses in columns on the board or a chart.* *

- Discuss the American and International Red Cross. Identify the mission of the organization and discuss the functions of the organization. This is an opportunity to find out what students already know about the Red Cross.
 - The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disasters and help people prevent, prepare for, and respond to emergencies.
 - The International Committee of the Red Cross (ICRC) is an impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance. It directs and coordinates the international relief activities conducted by the Movement in situations of conflict. It also endeavors to prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles. Established in 1863, the ICRC is at the origin of the International Red Cross and Red Crescent Movement.
- Using print materials and Web site information, students will find information about the Red Cross and the International Committee of the Red Cross. Examples of information to be found would be:
 - Mission Statement
 - The various activities and functions these organizations perform.
 - An account of recent events where the Red Cross or ICRC has provided assistance. (Visit Web sites.)
- Provide students with magazine or newspaper accounts of a current event such as Hurricane Mitch, the earthquake of January 1999 in Colombia, or other natural disasters. Students should read accounts of these disasters to understand the needs of the victims and their community.

Instructional Procedure(s) [Continued]:

- Students, working in cooperative groups of two to four individuals, will brainstorm the needs of the people/country of the disaster areas. Following the brainstorming activity, students will share with the rest of the class the needs they identified. Construct an all-class list of needs (see **Attachment One, Column One**).
- Students will return to the information they gathered about the Red Cross and construct detailed lists of the activities that have been sponsored by the organization in response to the disaster (see **Attachment One, Column Two**).
- Students will construct a chart that will compare the class-identified needs of the people/country, and which of those needs the Red Cross is (or was) trying to help meet (see **Attachment One, Columns One and Two**).
- * *List what students have learned about the Red Cross in the **last** column of the **KWL Chart**. Guide the class in recognizing connections among the items in the completed chart.*

Assessment:

- Student comparison charts will be evaluated.
- Students will write a paragraph describing the activities of the Red Cross in response to the disaster and identify areas of need that remain even though aid has been given (students can refer to **Attachment One, Columns Two and Three** as basis for their paragraphs).

Extension:

None for this lesson.

Bibliographical References:

- Red Cross web sites:
www.RedCross.org
www.icrc.org
- Current *Newsweek*, *Time*, *U.S. News and World Reports*, or other periodicals.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS. 4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS. 2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.

Michigan Curriculum Framework (Continued):

SOC.	II. Geographic Perspective	2. Human/Environment Interaction	MS.	1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	2. Describe the geographic aspects of events taking place in different world regions.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS.	3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC.	V. Inquiry	1. Information Processing	MS.	2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC.	V. Inquiry	1. Information Processing	MS.	3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	2. Trace the origins of a public issue.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS 4. Give examples of how Americans helped others.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS 1. Describe how different needs are met in different ways by government, business, philanthropy, and family.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS 3. Describe how a specific nonprofit organization in the community operates.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	MS 3. Give an example of how philanthropy can transcend cultures.

Philanthropy Theme Framework (Continued):

PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	1. Locate and map nonprofit organizations in the community.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS	3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS	10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS	4. Identify and describe citizens who acted for the common good.

Lesson Developed and Piloted by:

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Attachment One
Lesson Three: What Do They Do? A Current Events Action

Class-Identified List of Needs
Based Upon Current Events Natural Disaster

Class-Identified Disaster Victim Needs	Current Red Cross Efforts What is being done?	Future Red Cross Efforts What is still to be done?

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Four-A: Investigations in Aid—Identifying the Need
Grade Level: 6th – 8th Grades
Duration: Three to Four 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.4.MS.2	SOC.II.1.MS.1	SOC.II.1.MS.2	SOC.II.2.MS.1
SOC.II.4.MS.2	SOC.II.5.MS.2	SOC.II.5.MS.3	SOC.IV.1.LE.1
SOC.IV.1.MS.3	SOC.IV.2.MS.4	SOC.IV.3.MS.3	SOC.IV.5.MS.1
SOC.V.1.MS.2	SOC.V.2.MS.2	SOC.V.2.MS.3	SOC.V.2.MS.4
SOC.VI.1.MS.3	SOC.VI.2.MS.1	SOC.VII.1.MS.2	

Philanthropy Theme(s):

Philanthropy and Civil Society PHIL.II.PCS04.MS.3 PHIL.II.PCS04.MS.4

Purpose:

The purpose of this lesson is to help students to better understand life in emerging nations and to investigate the needs of selected countries.

Objectives:

Students will:

- research current conditions in three areas of need: social, economic and political, and then state a geographic impact on each country's ability to improve its economy.
- use templates to collect and organize research information about a selected country.

Experiential Component:

None for this lesson.

Notes for Instruction:

Visit the CIA Web site to review the wealth of information available for students.

<http://www.odci.gov/cia/publications/factbook/index.html>

Materials:

- Research templates (see **Attachments One to Three**)
- <http://www.odci.gov/cia/publications/factbook/index.html>
- World Atlases
- Almanacs
- Textbooks
- Magazines
- Encyclopedias
- Computer accessibility

Instructional Procedure(s):

Anticipatory Set:

Ask your students, “*How many of you have heard of the CIA?*” Tell them that they will visit the CIA Web site to access information.

- Divide students into five cooperative groups.
- Working in their cooperative groups, the students will be assigned an emerging or developing nation. For the purpose of example, we will use the countries of Honduras, Nigeria, Bosnia-Herzegovina, Cambodia, and Kazakhstan.
- Students will research the current status of problem areas to determine the needs of the country. Students should analyze social, political, and economic needs, and the impact the country’s geography has on its ability to improve its economy.

Name of Country	Social Needs	Political Needs	Economic Need	Geographical Impact
Honduras				
Nigeria				
Bosnia				
Cambodia				
Kazakhstan				

- Students should rank order each country’s needs and write a sentence on an impact of geography.
- Have a member of each group post a need from each category on a composite list to determine patterns, if any.

Assessment:

- Completed research templates and/or outlines.
- Students will locate their assigned country on a map of the world and be able to discuss the geographic features of the country.
- Students will identify examples of social needs, political needs, and economic needs, and compare them.

Extension:

None for this lesson.

Bibliographical References:

<http://www.odci.gov/cia/publications/factbook/index.html>

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	4. Judging Decisions From the Past	MS. 2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action .
SOC. II. Geographic Perspective	1. People, Places & Cultures	MS. 1. Locate and describe the diverse places, cultures, and communities of major world regions.
SOC. II. Geographic Perspective	1. People, Places & Cultures	MS. 2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
SOC. II. Geographic Perspective	2. Human/Environment Interaction	MS. 1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC. II. Geographic Perspective	4. Regions, Patterns & Processes	MS. 2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.
SOC. II. Geographic Perspective	5. Global Issues & Events	MS. 2. Describe the geographic aspects of events taking place in different world regions.
SOC. II. Geographic Perspective	5. Global Issues & Events	MS. 3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC. IV. Economic Perspective	1. Individual & Household Choices	LE. 1. Explain why people must face scarcity when making economic decisions.
SOC. IV. Economic Perspective	1. Individual & Household Choices	MS. 3. Analyze the reliability of information when making economic decisions.
SOC. IV. Economic Perspective	2. Business Choices	MS. 4. Examine the historical and contemporary role an industry has played and continues to play in a community.
SOC. IV. Economic Perspective	3. Role of Government	MS. 3. Use case studies to assess the role of government in the economy.

Michigan Curriculum Framework (Continued):

SOC.	IV. Economic Perspective	5. Trade	MS.	1. Identify the current and potential contributions of national and world regions to trade.
SOC.	V. Inquiry	1. Information Processing	MS.	2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	3. Explain how culture and experiences shape positions that people take on an issue.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	MS.	1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	MS.	2. Engage in activities intended to contribute to solving a national or international problem they have studied.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place."
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	MS 4. Map the locations of the emerging democracies and identify the relationship of nonprofits and government.

Lesson Developed and Piloted by:

C. Thomas Webb
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Fulton Middle School
Middleton, Michigan

Attachment One
Lesson Four-A: Investigations in Aid—Identifying the Need

Research Outline

I. Geography

A. Location

1. Latitude and Longitude of Capital City
2. Bordering Countries and Waterways.
3. Size in square miles.

B. Place

1. Physical Characteristics
 - a. Major landforms
 - b. Bodies of water
2. Human Characteristics
 - a. Major ethnic groups
 - b. Demographics
3. Birth rate
4. Death rate
5. Life expectancy
6. Population density
 - a. Languages
 - b. Religions

C. Region

1. Geographic regions
 - a. Vegetation regions
 - b. Climatic regions
2. Political regions

D. Human-Environmental Interaction

1. How have people changed or altered the environment?
2. How have people adapted to the environment?

II. Economy

A. Type of Economy

1. % employed in Agriculture
 - a. Major crops
2. % employed in Industry
 - a. Major industries
3. Natural resources
4. Sources of energy/power
5. Major imports
6. Major exports
7. Gross Domestic Product (where available). Per capita GDP may be helpful.

III. Evaluation of Needs

- A. How have recent events in the country created social, economic, and political problems?
- B. How can these problems be solved?

Attachment Two
Lesson Four-A: Investigations in Aid—Identifying the Need

Identifying the Need Guide

Name: _____

Name of Country: _____

Social Needs	Political Needs	Economic Needs	Geographical Impact
<ul style="list-style-type: none"> • Health Care • Infant Mortality • Death and Birth Rates • Population Growth Rate • Schools • Literacy Rate • Hospitals • Doctors • Teachers • What is needed to make the daily life of all people better? 	<ul style="list-style-type: none"> • Historical conflicts and unrest • Type of Government • Stability of government • How can ethnic differences be solved or eased? • How can corruption be eliminated? • How can power in the country be balanced? 	<ul style="list-style-type: none"> • GDP and per capita GDP • Products <ul style="list-style-type: none"> -manufacturing -extraction -agricultural • Imports • Exports • What are the manufacturing needs? • What can be done to improve manufacturing output? • What can be done to improve agricultural output? • How can access to technology be improved? 	<ul style="list-style-type: none"> • Geography, including location, place, region, human-environmental interaction, and movement. • Natural resources • Climate • Topography • How does geography limit the development of the country? • How can you use your geography to help the development of your country? • How does your climate help or hurt your country? • How does the topography interfere with the development of your country? • How can you make better use of Nat. Resources?

Attachment Three
Lesson Four-A: Investigations in Aid—Identifying the Need

Identifying the Need Worksheet

Name: _____

Name of Country: _____

Social Needs	Political Needs	Economic Needs	Geographical Impact

Attachment Three

Lesson Four-A: Investigations in Aid—Identifying the Need

Identifying the Need Worksheet (Continued)

Social Needs	Political Needs	Economic Needs	Geographical Impact

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Four-B: Investigations in Aid—Making the Pitch
Grade Level: 6th – 8th Grades
Duration: Two to Three 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.4.MS.2	SOC.II.1.MS.1	SOC.II.1.MS.2	SOC.II.2.MS.1
SOC.II.4.MS.2	SOC.II.5.MS.2	SOC.II.5.MS.3	SOC.IV.1.LE.1
SOC.IV.1.MS.3	SOC.IV.2.MS.4	SOC.IV.3.MS.3	SOC.IV.5.MS.1
SOC.V.1.MS.2	SOC.V.2.MS.2	SOC.V.2.MS.3	SOC.V.2.MS.4
SOC.VI.1.MS.3	SOC.VI.2.MS.1	SOC.VII.1.MS.2	

Philanthropy Theme(s):

• Definitions of Philanthropy PHIL.I.DP04.MS.2	PHIL.I.DP02.MS.6 PHIL.I.DP04.MS.3	PHIL.I.DP04.MS.1
• Philanthropy and Civil Society	PHIL.II.PCS03.MS.2 PHIL.II.PCS03.MS.13	PHIL.II.PCS03.MS.6
• Philanthropy and the Individual	PHIL.III.PI01.MS.1	
• Volunteering and Service	PHIL.IV.VS05.MS.1	PHIL.IV.VS05.MS.2

Purpose:

The purpose of this lesson is to help students understand the process that is followed when preparing an appeal for aid. They will use the information gathered in the last lesson to prepare their presentation to a mock philanthropic organization.

Objectives:

Students will:

- (representing five emerging nations) prepare a proposal for financial assistance based on the identified needs of the country.
- participate in a presentation to a mock philanthropic organization for assistance
- participate in the decision making process to determine how the aid will be distributed between the five nations appealing for assistance.

Experiential Component:

- Students will make an appeal to a panel for assistance.
- Students will experience the decision making process.

Materials:

- Poster Board and markers
- **Lesson One-B, Attachment One:** *Philanthropic Organizations Sample List For Student Research*
- *Group Presentation Planner* (see **Attachment One**)
- *Group Presentation Outline* (see **Attachment Two**)
- *Group Presentation Notes* (see **Attachment Three**)
- *Group Role Evaluation* (see **Attachment Four**)

Instructional Procedure(s):

Anticipatory Set:

Ask students the following questions:

“Do you think philanthropic organizations can meet the needs of every request for help? How should philanthropic organizations decide which nations they will or will not help?”

- Students, in cooperative groups assigned in Lesson One, will examine the results of their research and brainstorm ideas and formulate plans to solve the problems faced by their respective country.
- Students will prepare a presentation for representatives of a philanthropic organization to obtain aid to address the identified needs of the country. A Group Presentation Planner is provided with the lesson.
- Students will present their funding requests to the panel from the philanthropic organization for approval. Requests will be evaluated on the following criteria:
 - How funds will improve health care and education.
 - How funds will improve industrial output, agricultural production, and technological access.
 - Will funds allow the country to take better political and economic advantage of its geographic location and natural resources? Examples should be cited.
 - How will the country measure the success of its endeavors?
- A **Student Panel** will use the *Identifying the Need Worksheets* (see **Attachment Three in Lesson Four-A**) to prioritize that proposal which most warrants funding.

Assessment:

- *Group Role Evaluation* sheets will be assessed (see **Attachment Four**).
- Students will complete a self-critique/summary of review sheet.
- Student learning logs may be evaluated using a checklist.
- Students will write a comparative essay discussing the five countries and assess the merits of each in their appeals for aid.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS. 2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action .
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS. 1. Locate and describe the diverse places, cultures, and communities of major world regions.
SOC.	II. Geographic Perspective	1. People, Places & Cultures	MS. 2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
SOC.	II. Geographic Perspective	2. Human/Environment Interaction	MS. 1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
SOC.	II. Geographic Perspective	4. Regions, Patterns & Processes	MS. 2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS. 2. Describe the geographic aspects of events taking place in different world regions.
SOC.	II. Geographic Perspective	5. Global Issues & Events	MS. 3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	LE. 1. Explain why people must face scarcity when making economic decisions.
SOC.	IV. Economic Perspective	1. Individual & Household Choices	MS. 3. Analyze the reliability of information when making economic decisions.
SOC.	IV. Economic Perspective	2. Business Choices	MS. 4. Examine the historical and contemporary role an industry has played and continues to play in a community.
SOC.	IV. Economic Perspective	3. Role of Government	MS. 3. Use case studies to assess the role of government in the economy.
SOC.	IV. Economic Perspective	5. Trade	MS. 1. Identify the current and potential contributions of national and world regions to trade.
SOC.	V. Inquiry	1. Information Processing	MS. 2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.

Michigan Curriculum Framework (Continued):

SOC.	V. Inquiry	2. Conducting Investigations	MS.	2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	3. Construct an answer to the question posed and support their answer with evidence.
SOC.	V. Inquiry	2. Conducting Investigations	MS.	4. Report the results of their investigation including procedures followed and possible alternative conclusions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	MS.	3. Explain how culture and experiences shape positions that people take on an issue.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	MS.	1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	MS.	2. Engage in activities intended to contribute to solving a national or international problem they have studied.

Philanthropy Theme Framework:

	Strand	Standard		Benchmark
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS	6. Identify significant contributions to society that came from the non profit sector.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	1. State the purpose of a mission statement and describe how nonprofit mission statements relate to philanthropy.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	2. Describe the basic structure of a nonprofit organization
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS	3. Describe how a specific nonprofit organization in the community operates.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	2. Explain charitable giving in economic terms.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	6. Describe how the financial resources of an individual, family, or corporation relate to their ability to give away money to unknown others.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS	13. Describe how philanthropy can reallocate limited resources to meet human needs.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS	1. Define and give local examples of the seven motivations for giving and serving.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	MS	1. Describe different processes of program evaluation.

PHIL IV. Volunteering and Service

VS05. Integrating the Service
Experience into Learning

MS 2. Evaluate progress on the service-learning
project before, during, and after the project.

Lesson Developed and Piloted by:

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Attachment One
Lesson Four-B: Investigations in Aid—Making the Pitch

Group Presentation Planner

List in order the events of your presentation and how your presentation board will be organized.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Attachment Two
Lesson Four-B: Investigations in Aid—Making the Pitch

Group Presentation Outline

_____ should receive the highest priority for development funding. The need we have identified as the most urgent is _____. Following is a list of the reasons documenting the urgency of this need.

1. _____
2. _____
3. _____
4. _____
5. _____

Geography impacts our country in positive and negative ways. Following are ways in which geography affects our country:

1. _____
2. _____
3. _____
4. _____
5. _____

Attachment Two (Continued)

Lesson Four-B: Investigations in Aid—Making the Pitch

Following is a list of steps that we will follow to ensure the funds are properly used:

1. _____
2. _____
3. _____
4. _____
5. _____

In addition to our primary need, the following needs may also be affected in a positive way as a result of our development grant:

1. _____
2. _____
3. _____
4. _____
5. _____

Attachment Three
Lesson Four-B: Investigations in Aid—Making the Pitch

Group Presentation Notes

Date: _____

Country: _____

Group Members: _____

Notes:

Best reasons for giving our country the highest priority for aid:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Attachment Four
Lesson Four-B: Investigations in Aid—Making the Pitch

Group Role Evaluation

Name: _____

Date: _____

List every member of your group, including yourself. What was each person's contribution to the project?

1. _____

2. _____

3. _____

4. _____

5. _____

Using the rating scale provided, rate each person in your group on the chart below.

Names	1	2	3	4	5
Generated Ideas					
Assisted Others					
Assumed Leadership					
Volunteered for Tasks					
Completed Tasks					
Did His/Her Fair Share					

Scale:

- 0 = never
- 1 = seldom
- 2 = sometimes
- 3 = often
- 4 = usually
- 5 = always

Attachment Four
Lesson Four-B: Investigations in Aid—Making the Pitch
Group Role Evaluation

What did you like most about this project/activity?

What did you like least about this project/activity?

What should be changed about the project?

Do you like having the evaluation sheets ahead of time? Yes No Explain:

What problems did you encounter? How did you solve them?

Did this activity give you an opportunity to do what you can do best? Yes No Explain:

If you could continue working on the project, what more would you do?

**Did you ask for any assistance, information, or materials outside of the classroom?
Explain:**

How did you use suggestions, information, and resources?

What information or resources could you have used that were not available?

Attachment Four
Lesson Four-B: Investigations in Aid—Making the Pitch
Group Role Evaluation

List four things that you learned about working in groups and/or teamwork.

1. _____
2. _____
3. _____
4. _____

List one thing that you have learned about each of member of your group, including yourself.

1. _____
2. _____
3. _____
4. _____
5. _____

How can you use the results of this activity to become a better student?

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Five-A: The Project—Assessing the Need
Grade Level: 6th - 8th Grades
Duration: Two 60-Minute Class Periods

Note: The results of this unit may include the development of a project that is ongoing following the conclusion of the exercise.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.2.MS.1 SOC.V.2.MS.2 SOC.V.2.MS.3 SOC.V.2.MS.4

Philanthropy Theme(s):

Volunteering and Service PHIL.IV.VS01.MS.1 PHIL.IV.VS02.MS.1

Purpose:

Students will learn how to participate in a *needs assessment* for their local community.

Objectives:

Students will demonstrate their understanding of philanthropy, Academic Service-Learning, and volunteerism by selecting and assessing a perceived need in the local community.

Experiential Component:

Students will examine the local community and determine those areas of need which should be met.

Materials:

- Lists of local philanthropic organizations including phone numbers and/or contact persons.
- Mailing lists of local residents (parents in the school system, registered voters, etc.).

Instructional Procedure(s):

Anticipatory Set:

Write “Human Wants” and “Human Needs” on the board and elicit student examples for each. Guide students’ discussion to establish the difference between human wants and human needs (wants are unlimited and needs are necessities for survival). Repeat the activity using the terms: “Community Wants” and “Community Needs.”

Instructional Procedure(s) [Continued]:

- Students, assigned into cooperative groups, will contact local organizations and agencies to conduct a need assessment in the local community.
- Students will develop a questionnaire to distribute to residents to further help them determine the needs of the community.
- Students will design a checklist of criteria for evaluating the needs identified by the local organizations and the community responses.

Assessment:

Observation of student participation and contact lists.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	MS. 1. Pose a social science question about a culture, world region, or international problem.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL IV. Volunteering and Service	VS01. Needs Assessment	MS 1. Identify a need in the neighborhood or local community
PHIL IV. Volunteering and Service	VS02. Service and Learning	MS 1. Select the service project based on interests, abilities and research

Lesson Developed and Piloted by:

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Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Five-B: The Project—Making a Plan
Grade Level: 6th - 8th Grades
Duration: Two 60-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.2.MS.1 SOC.V.2.MS.2 SOC.V.2.MS.3 SOC.V.2.MS.4

Philanthropy Theme(s):

Volunteering and Service PHIL.IV.VS03.MS.1

Purpose:

Students will experience the process of identifying needs of the community and making decisions based on the urgency of those needs. They will also experience the planning process that occurs when developing steps to alleviate the need.

Objectives:

Students will demonstrate their understanding of philanthropy, service learning, and volunteerism by planning and implementing a project that will have a positive impact on the local community.

Experiential Component:

Students will:

- plan a service project for the local community.
- participate in the carrying out of the planned service project.

Materials:

- Assessment checklists designed by students in Lesson Five-A.
- *Local Need Assessment Worksheet* and *Action Plan Worksheet*
(see **Attachments One and Two**)
- Materials to carry out the selected plan

Instructional Procedure(s):

Anticipatory Set:

Ask the class the question, “*Can young people make a difference in their community?*” Guide a brief discussion.

Instructional Procedure(s) [Continued]:

- Students will compile a list of local needs (see **Attachment One**) based on the responses of the organizations contacted and the questionnaire sent in **Lesson Five-A**.
- Each cooperative group will select a need to be addressed.
- Each group of students will develop action plans and/or action steps for intervention and service to address the identified need (see **Attachment Two**).
- The students will present their plans to the whole class for approval. The class will discuss each plan and its merits and select the one that can best be implemented. (Students may wish to combine the outstanding portions of several plans to create the best overall plan.)
- The students will implement their plans and conduct ongoing evaluations periodically.

Assessment:

- Observation of student participation.
- Completion of *Local Need Selection Worksheet* and *Action Plan Worksheet* according to directions (see **Attachments One and Two**).
- Organization of presentation to the whole class.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	MS. 1. Pose a social science question about a culture, world region, or international problem.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.

Philanthropy Theme Framework:

Strand		Standard	Benchmark
PHIL	IV. Volunteering and Service	VS03. Providing Service	MS 1. Provide a needed service for students in the school, or citizens in the neighborhood, or the local community.

Lesson Developed and Piloted by:

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Fulton Schools
Fulton Middle School
Middleton, Michigan

Attachment One
Lesson Five-B: The Project—Making a Plan

Local Need Selection Worksheet

1.	2.	3.	4.
Description of Local Need	Local organization that identified the need. Include address, phone number.	Describe how this need affected the community?	What can we do to help?
1.			
2.			
3.			
4.			
5.			

Attachment Two
Lesson Five-B: The Project—Making a Plan

Action Plan Worksheet

Directions: Each group will use this form to make a rough Action Plan draft. After your group completes this worksheet, a more detailed or formal plan of action should be prepared for presentation.

Local Need: _____

Organization that identified the Need: _____

Address: _____

Phone: () _____

Web site: _____

What can we do to help?	How will we do this? List steps in order, first to last.	Who is responsible for taking each step?	How will we measure progress to accomplish each step?

Attachment Two
Lesson Five-B: The Project—Making a Plan
Action Plan Worksheet (Continued)

What can we do to help?	How will we do this? List steps in order, first to last.	Who is responsible for taking each step?	How will we measure progress to accomplish each step?

Course Name: Philanthropy and Social Studies
Unit Title: The Role of Philanthropy in an Ever-Changing World
Lesson Title: Lesson Five-C: The Project—Going to the Round Table
Grade Level: 6th - 8th Grades
Duration: One 60-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Standards and Benchmarks:

SOC.V.2.MS.1 SOC.V.2.MS.2 SOC.V.2.MS.3 SOC.V.2.MS.4

Philanthropy Theme(s):

Volunteering and Service PHIL.IV.VS03.MS.1

Purpose:

To gain active student involvement discussing an issue they find important.

Objectives:

Students will use skills and concepts developed in this unit to analyze a specific situation that might warrant the intervention of volunteers or volunteer organizations.

Experiential Component:

Students will be active participants in a round table discussion about a local issue.

Materials:

- *Group Discussion Scoring Guide* Fishbowl Evaluation Form (see **Attachment One**)
- *Group Discussion Scoring Checklist* Fishbowl Evaluation Form (see **Attachment Two**)
- Tape recorder
- Chairs

Instructional Procedure(s):

Anticipatory Set:

Tell the class the they should keep in mind the question,
“Whose job should it be and why?”

- Each cooperative group will select one individual to participate in a "round table discussion"

The group discussion will be based upon a question posed on a specific topic.

A sample question could be:

“Which community needs are the responsibility of government, and which should be handled by local non-profit, philanthropic organizations?”

Instructional Procedure(s) [Continued]:

- The students in the discussion will demonstrate their understanding of philanthropy, volunteerism, and service to others through their discussions.
- Students not on the Discussion Panel will have "Fishbowl Evaluation Forms" (**Attachments One and Two**) to fill out to help evaluate each student and give them an opportunity to demonstrate their own understanding of the topic discussed.

Assessment:

- Fishbowl Evaluation Forms will be used to evaluate the students.
- Tape recordings of students will be assessed using the same Fishbowl Evaluation forms.
Note: Parental permission is advised before taping students either by audiotape or videotape.

Extension:

Students write a case statement for the community need that they discussed.

Bibliographical References:

Fishbowl Evaluation Forms courtesy of the Michigan Department of Education.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	2. Conducting Investigations	MS. 1. Pose a social science question about a culture, world region, or international problem.
SOC. V. Inquiry	2. Conducting Investigations	MS. 2. Gather and analyze information using appropriate information technologies to answer the question posed.
SOC. V. Inquiry	2. Conducting Investigations	MS. 3. Construct an answer to the question posed and support their answer with evidence.
SOC. V. Inquiry	2. Conducting Investigations	MS. 4. Report the results of their investigation including procedures followed and possible alternative conclusions.

Philanthropy Theme Framework:

Strand		Standard	Benchmark
PHIL	IV. Volunteering and Service	VS03. Providing Service	MS 1. Provide a needed service for students in the school, or citizens in the neighborhood, or the local community.

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Attachment One
Lesson Five-C: The Project—Going to the Round Table

Group Discussion Scoring Guide

Points	Description
4	In order to receive a 4-point score during the discussion, the student must: <ul style="list-style-type: none">▪ demonstrate an understanding of Core Democratic Values.▪ make at least <i>two</i> relevant statements.▪ respond appropriately at all times.▪ ask at least <i>two</i> questions relating to the topic being discussed.
3	In order to receive a 3-point score during the discussion, the student must: <ul style="list-style-type: none">▪ demonstrate an understanding of Core Democratic Values.▪ achieve the performance standard on <i>two</i> of the remaining <i>three</i> elements.
2	In order to receive a 2-point score during the discussion, the student must: <ul style="list-style-type: none">▪ achieve the performance standard on <i>two</i> of the <i>four</i> elements.
1	In order to receive a 1-point score during the discussion, the student must: <ul style="list-style-type: none">▪ achieve the standard on <i>one</i> of the <i>four</i> elements.
0	In order to receive a 0-point score, the student's discussion will show no evidence of any of the elements associated with the standard.

Attachment Two
Lesson Five-C: The Project—Going to the Round Table

Group Discussion Scoring Table

Question Discussed: _____ **Date:** _____

Discussion Time: _____ minutes

Teacher: _____

Students: 1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

	1.	2.	3.	4.	5.	6.
Student used Core Democratic Values						
Student made a statement about the issue that was accurate and relevant.						
Student asked questions that were on the subject being discussed.						
<i>Responded Appropriately</i>						
Invited the contributions of others.						
Acknowledged statements of other students in the discussion.						
Tactfully challenged the accuracy, logic, relevance, or clarity of statements made by others.						
Summarized points of agreement and disagreement.						
<i>Responded Inappropriately</i>						
Made irrelevant/distracting statements.						
Interrupted						
Monopolized the discussion.						
Engaged in personal attacks.						
<i>Rating for “Responded Appropriately”</i>						
Final Score						